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ED 018 789 AL 001 200

THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, BRITISH ACTIVITIES 1967/68.

BRITISH COUNCIL, LONDON (ENGLAND)

PUB DATE APR 68

EDRS PRICE MF-$0.25 HC-$0.68 15P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE LEARNING, TEACHER EDUCATION CURRICULUM, TEACHER PROGRAMS, MATERIAL DEVELOPMENT, TESTING PROGRAMS, FOREIGN COUNTRIES, BRITAIN,

THIS REPORT HAS BEEN COMPILED FROM VARIOUS SOURCES BY THE ENGLISH-TEACHING INFORMATION CENTRE OF THE BRITISH COUNCIL FOR THE NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS, HELD IN TUNIS, APRIL 1968. (SEE "TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, UNITED STATES ACTIVITIES--1967," PUBLISHED BY THE CENTER FOR APPLIED LINGUISTICS.) WHILE NOT INTENDED AS A COMPREHENSIVE SURVEY, IT COVERS THE MOST IMPORTANT NEW DEVELOPMENTS AND THE SIGNIFICANT EXPANSION OF EXISTING PROJECTS IN TESOL. ITEMS ARE LISTED UNDER THE FOLLOWING--(1) RECENT RESEARCH PROJECTS IN BRITAIN, (2) ENGLISH AS A SECOND LANGUAGE COURSES, (3) ORGANIZATIONS AND ASSOCIATIONS, (4) OVERSEAS PROJECTS BASED IN BRITAIN, (5) INTERNATIONAL CONFERENCES, (6) TEACHING MATERIALS, RESOURCES, AND PROGRAMS, AND (7) EXAMINATIONS IN ENGLISH. DETAILS OF ACTIVITIES IN THE MAGHREB (MOROCCO, ALGERIA, TUNISIA, AND LIBYA) AND SENEGAL ARE APPENDED. FURTHER INFORMATION ON THE PROJECTS AND THIS DOCUMENT MAY BE OBTAINED FROM THE ENGLISH-TEACHING INFORMATION CENTRE (ETIC), STATE HOUSE, 63 HIGH HOLBORN, LONDON, W.C.1, ENGLAND. (AMM)

ED018789

NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS

TUNIS, 24 - 27 APRIL, 1968

THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE

BRITISH ACTIVITIES 1967/8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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0.1 The report which follows has been compiled from various sources by the English-Teaching Information Centre of the British Council. It does not claim to be a comprehensive survey, but covers the most important new developments and the significant expansion of existing projects. Items are listed under the following headings:-

1. Recent research projects in Britain;
2. English as a second language;
3. Organisations and associations;
4. Overseas projects based in Britain;
5. International Conferences;
6. Teaching materials, resources and programmes;
7. Examinations in English.

Appendices give details of activities in the Maghreb and Senegal. Further information on the projects listed may be obtained from the English-Teaching Information Centre (ETIC), State House, 63 High Holborn, London, W.C.1.

1. RECENT RESEARCH PROJECTS IN BRITAIN

1.1 Projects

1.1.1 Linguistics and English Teaching (Schools Council, based on University College, London): four-year project from 1967, to provide teachers with some essential background knowledge of linguistics, and to prepare guidance materials for them, based on a descriptive study of certain aspects of contemporary English. (This is a further stage of the work previously reported at Dublin ICSLP, page 28 of the report.)

1.1.2 The Teaching of English to Immigrants
The Schools Council's three-year project (previously reported) at Leeds to help the teaching of English to children of Asian and Southern European immigrants speaking little or no English has been paralleled by a three-year project at Birmingham University for the children of West Indian immigrants. Their problems, social and psychological as well as linguistic, are somewhat different from those being studied in the Leeds project.

1.2 Publications and records of research

1.2.1 Language-Teaching Abstracts, compiled by ETIC and CILT (the Centre for Information on Language Teaching), superseding but maintaining the coverage of the British Council's English-Teaching Abstracts, started its quarterly publication in January 1968. It provides summaries in English of articles from over 300 periodicals dealing with psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching. It is published by Cambridge University Press.

1.2.2 A Language-Teaching Bibliography, also compiled by ETIC and CILT, will be published in 1968 by Cambridge University Press. This will cover books in the disciplines indicated for Language-Teaching Abstracts and will be kept up-to-date by the issue of regular supplements.

1.2.3 Research Register
CILT, with ETIC, maintains a register of information on current research relevant to language teaching. The register records systematically research in Britain but also contains articles, principally on English as a second language, relating to work in other countries. This register is to become the Council of Europe's centre for information on research in language and language teaching.

1.2.4 Linguistics Association of Great Britain
A list of nearly 400 items of current research projects, chiefly in Britain, was published by the Association in November 1967.

2 ENGLISH AS A SECOND LANGUAGE

2.1 University Courses

2.1.1 See ETIC publication Academic Courses in Great Britain relevant to the teaching of English as a second language 1967-8. The 1968-9 edition is now printing.

2.1.2 The 1968/9 edition of Academic Courses will contain several not previously listed, including Cambridge University (Post-graduate Diploma in Linguistics), Lancaster University (M.A. in English Studies including phonetics and linguistics), Leeds University (proposed M.A. in English as a Second Language Teaching), Bath University of Technology (Postgraduate Diploma in Language Studies).

2.1.3 In addition to those listed in Academic Courses (see 2.1.1), University Institutes or Schools of Education at Bristol, Exeter, Leeds, Leicester, London, Manchester and Newcastle have one-year courses specifically designed for Commonwealth Bursars studying the teaching of English overseas. There is also special training at the Leeds Institute of Education for teachers from the Sudan and at Thurrock Technical College for teachers from Francophone Africa.

2.2 Short Courses and Summer Schools

2.2.1 The 1968 programme of summer schools for teachers of English from overseas consists of ten courses, at Aberdeen, Birmingham, Cambridge, Durham, Leeds, London, Southampton, Stratford-upon-Avon and Swansea. Among the many summer schools organised at British institutes of higher education are those at the universities of Edinburgh, London, Oxford and Birmingham (at Stratford-upon-Avon). The programmes cover English Language, Literature and the cultural background to these studies.

2.2.2 Edinburgh University is also organising short-term training on 'Applied Linguistics in Language Teaching' with a special course in 'Language Testing' in July 1968, and another on the phonetics of English in July and August. University

College London has a course in July on 'English phonetics for foreign students and teachers'. The British Council, in July and August, is running a course for teachers from overseas on 'The Language Laboratory and the Teaching of English' and, in July at Edinburgh, a course on the evaluation of educational achievement, studying examinations, test construction and the links between testing and the curriculum.

2.3 Scholarships and Bursaries

2.3.1 The British Council provides scholarships and bursaries to Britain for overseas teachers to pursue post-graduate studies in English and English language teaching. In 1967/8 there were over 120 such scholars from 51 countries, as well as bursars on short-term awards.

2.3.2 There are also fellows, scholars and bursars, financed by their own countries, by the United Nations, the Commonwealth and by the Ministry of Overseas Development, carrying out similar courses of study.

3 ORGANISATIONS AND ASSOCIATIONS

3.1 Centre for Information on Language Teaching
(See Heidelberg Report Appendix I, para. 2.1.1)

CILT, which deals with the teaching of modern languages (including English as a second language) in Britain, continues to work in close conjunction with ETIC. Joint projects are mentioned under paragraphs 1.2.1, 1.2.2, 1.2.3, 6.3 of this report. CILT is at present carrying out under contract with the Council of Europe a survey of research in the field of spoken language.

3.2 Associations

3.2.1 The Association of Teachers of English as a Foreign Language (ATEFL) (see Heidelberg report, Appendix 1, para. 2.2.4). Membership is open to all who have practical experience of teaching English as a second or foreign language, and already 550 people from over 50 different countries, including Great Britain, have joined. ATEFL held its first conference, attended by 150 people, in December 1967; the theme was "Desire to Learn".

3.2.2 The British Association for Applied Linguistics (BAAL) was inaugurated in late 1967. It aims to promote the study of the acquisition, teaching and use of language and to foster inter-disciplinary collaboration in this study. The first conference of BAAL will be held in September 1968. BAAL has accepted an invitation from L'Association Internationale de Linguistique Appliquée to organise the Second International Congress on Applied Linguistics to be held in September 1969, and also the annual 1'AILA Seminar. Cambridge

4 OVERSEAS PROJECTS BASED IN BRITAIN

4.1 Aid for Commonwealth English

Six new posts of English Language Officer under the Aid for Commonwealth English scheme are being added this year, bringing the total to 48 overseas posts in 16 Commonwealth countries. The posts are held by key TESL experts at universities, training colleges and Ministries of Education.

4.2 Television Officers are appointed by the British Council in ten countries: Argentina; Ethiopia; Ghana; India (2); Malta; Iran (2); Nigeria; Sudan; Singapore and Jordan. They prepare and direct programmes linked to the local school syllabuses. Programmes have been produced in all these territories, except Jordan where the post has just been established.

4.3 Volunteers

In 1967-8 there were 1129 Graduate Volunteers working overseas. About one-third were engaged in English language teaching.

4.4 Summer Schools and Courses Overseas

4.4.1 During 1968 the British Council is recruiting staff for courses for teachers of English to be held in 18 countries, mainly in Europe, but also in the Middle East, India, Sierra Leone and Tunisia.

4.4.2 Teacher Vacation Courses
1968 is the eighth year of Teacher Vacation Courses; they are to be run in 24 countries during 1968. There will be

over 160 tutors and course leaders from Britain. Over 3,000 students are expected to attend. About one-third of these countries will have courses on English language teaching.

4.4.3 Summer Institutes of English in India.
The 1968 programme of Summer Institutes, for college teachers of certain universities and colleges, provides for ten centres with six-week intensive courses in each. There were four such Summer Institutes in 1965, six in 1966 and eight in 1967. The institutes are organised by the Indian University Grants Commission in collaboration with the Central Institute of English, Hyderabad, and the British Council (which provide both India-based staff and a number of lecturers from Britain).

4.5 British Institute, Dakar, Senegal

An English Teaching Institute has been set up in Dakar with the help of funds from the Ministry of Overseas Development. The project began, in 1965, with the training of senior Senegalese officials and has expanded to the teaching of adults from private and commercial sectors; advice and guidance to lycée teachers; instruction for primary teachers and university students. The Institute works in liaison with such bodies as the Centre de Linguistique Appliquée de Dakar and provides advice on English Language Teaching to the Senegalese Ministry of Education (see also Appendix 2).

4.6 Regional English Language Centre, Singapore

This Centre is being opened in Singapore in July 1968. It aims to provide courses for inspectors, teacher-trainers and other educationalists from the contributing countries. It is supported by the six South-East Asian nations who are members of the South East Asia Ministers of Education Secretariat and by the United States. The British Ministry of Overseas Development is providing two lecturers, equipment and books.

4.7 English in the Maghreb see Appendix 1 on "United Kingdom Assistance to English Language Teaching in the Maghreb".

5 INTERNATIONAL CONFERENCES

5.1 Commonwealth Education Conference, Lagos

5.1.1 The Fourth Commonwealth Education Conference, which was held in Lagos from 26th February to 8th March 1968, paid considerable attention to the problems of English in the Commonwealth. The British delegation included two representatives of the British Council who were particularly concerned with this subject.

5.1.2 One of the subjects considered at length was the supply and training of teachers (including teachers of English) in developing countries. It was agreed that teachers must in the long run be provided by the countries themselves, and that help from developed countries should increasingly concentrate on the supply of teacher-trainers and other key personnel, and the award of scholarships for advanced training overseas in linguistic skills and background knowledge.

5.1.3 The provision of information on English teaching was also discussed. The work of the English-Teaching Information Centre of the British Council was acknowledged, and it was agreed that no further Commonwealth service was necessary, though the establishment of regional information centres was proposed.

5.1.4 Among the papers tabled at the Conference was a survey of progress in English language teaching in the Commonwealth since the Commonwealth Conference on the Teaching of English as a Second Language (Makerere 1961). This included details of work on English as a second language undertaken in the resource Commonwealth countries (Australia, Canada, New Zealand). All three countries are now supplying teachers of English as a second language to developing countries, including some engaged in teacher-training and special projects. Canada in particular supplies English teachers to Francophone countries in Africa, including some to Tunisia. New Zealand concentrates largely on the South Pacific. Canada and New Zealand have in addition schemes for voluntary teaching service overseas, many of the volunteers being concerned with English teaching. Both Australia and New Zealand provide university courses in the teaching of English as a second language, particularly for trainees from S.E. Asia and the Pacific, to whom scholarships are offered under various schemes.

Both these countries also provide intensive training in English for overseas students studying other subjects. All three countries are developing an interest in research and materials production; Australia in particular has an extensive programme for the teaching of English to immigrants, and a new text-book series, Situational English, based on this programme, has appeared in Britain.

5.2 Council of Europe

During the past year British specialists in TEFL have participated in a number of meetings and seminars concerned with language teaching at various levels, including the teaching of languages for special purposes and the classification of language material.

6 TEACHING MATERIALS, RESOURCES AND PROGRAMMES

6.1 'The Scientist Speaks' a series of 13 films for TV designed to teach something of the special English for science, now have accompanying language laboratory materials, developed by the English Language Teaching Institute (London). These cover a full term's course of work (40 hours); they will be completed by July and published soon after.

6.2 A series of English Language Units comprised of tape-recorded material and scripts is in course of production. Each unit is directed at remedial work in one known area of difficulty in grammatical structure. The first fifteen units are to be published in the summer of 1968; 35 further units are in preparation. The Turners, an audio-visual course intended for use in secondary schools or with adults, is now being revised prior to publication late in 1968. The course is divided into 30 stages and consists of 30 film-strips, a student's book for drill work, taped material and a teacher's booklet. The taped material is suitable for use in both classroom and language laboratory and is made up of dialogues relating to each filmstrip and drills reinforcing the structures introduced in each stage. Both the 'Units' and 'The Turners' have been produced by the Educational Aids Department of the British Council.

6.3 An Audio-Visual Library for language teaching was opened in 1967 (see also Heidelberg Report, Appendix 1, para. 2.1.1.) It is maintained jointly by the British Council and CILT and has assembled a representative stock of courses on tape,

disc and film-strip, of which 215 are for teaching English as a Second Language. The Library maintains current catalogues of audio-visual material for language teaching and has equipment for demonstration.

6.4 Course material for teaching English in Spanish-speaking Latin America. As a result of collaboration and experiment sponsored by the British Council among teachers of English in the Argentine, Chile and Uruguay from 1964, a course is now in publication entitled Steps to Spoken English.

6.5 The English Language Teaching Institute (ELTI) of the British Council, which conducts courses for overseas students in London, also develops tests and demonstrates English language teaching methods, and materials. During 1968 ELTI have produced four sets of Language Laboratory Pronunciation Drills. These are part of a series of 'ELT Documents' which ETIC are distributing to British Council officers and other specialists overseas as a support to their work.

7 EXAMINATIONS IN ENGLISH

7.1 As a result of studies at the Universities of Birmingham and Edinburgh by Dr. A. Davies, an experimental test of English proficiency is being used in 15 countries for selected candidates for advanced training in Britain. By April 1968 over 700 tests had been administered through the British Council. The validity of these tests is now being studied in relation to the results of the study in the student's own field undertaken in Britain.

7.2 Overseas Examinations

There has been a steady increase over the year in the numbers taking overseas examinations in English of the Cambridge Local Examinations Syndicate. Some 46,000 took these in 1966/7, compared with 30,000 in 1959. The University of London Overseas General Certificate of Education caters mainly for the newly independent Commonwealth countries; some of the largest entries being from: Guyana, Hong Kong, Malta, Mauritius, Trinidad and Tobago and Zambia. There were about 30,000 candidates for the

General Certificate of Education Ordinary-level English Language in 1967. The London Chamber of Commerce exams in English were on a smaller scale and were concerned mainly with Barbados, Malaysia and Uganda. (Total entries: 4,158 in 1967). For the Institute of Linguists English Language examination, the Casablanca centre was prominent this year with 171 candidates. Most of the other candidates sat in Italy or Greece. (Total entries: 1079 in 1966-7). The Royal Society of Arts 'English for Foreigners' examination had nearly 10,000 candidates in 1966-7.

APPENDIX 1

NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS, TUNIS 1968

UNITED KINGDOM ASSISTANCE TO ENGLISH LANGUAGE TEACHING IN THE MAGHREB

In Algeria, Libya, Morocco and Tunisia, assistance in English language teaching is given directly by four members of the staff of the British Council and by over 90 teachers on contract to posts mainly subsidised by the Council in secondary schools, training colleges and universities.

In Algeria, the British Council staff consists of an Assistant Representative concentrating on language laboratory work and a lecturer. There are two contract posts: a Lecturer in English at the University, Algiers, and a teacher of English at the University Interpreters' School.

The English Department of the University of Libya, Benghazi, is staffed entirely by British Council-recruited and subsidised personnel (two Assistant Professors and nine lecturers in English). There is also a link between Leeds University and the University of Libya, sponsored by the British Ministry of Overseas Development; a further lecturer is seconded from Leeds to the Faculty of Arts to undertake research into the English language learning problems of Arab students. In the Faculty of Science, Tripoli, there are three English lecturers, as well as an assistant lecturer in the College of Advanced Technology. Three lecturers are working in the Higher Teachers' Training College, Tripoli, and seven, including two Heads of Department, in other training colleges. There are 40 English teachers in secondary schools, one in a technical college, and 24 (who also teach other subjects) in junior and infants' schools. In addition, two Controllers of English Teaching have been appointed to the Ministry of Education for the Tripoli and Benghazi areas.

In Morocco, in addition to the Director of Studies of the British Council Language Centre, 7 contract teachers of English are serving in the École Normale Supérieure and in six lycées.

An English Language Officer has been posted to the University of Tunis and a Lecturer in English to the Bourguiba Institute of Modern Languages.

The United Kingdom staff provide a consultancy service in English language teaching for the local educational authorities. For example, the Lecturer at the British Council Centre, Tripoli, advises the Ministry of Education on the choice of textbooks. Similarly, the British Council Representative in Morocco advises on syllabuses, teaching methods and examinations, and is Honorary Chief Inspector of English. In Tunisia help is given with the provision of BBC films and the production of taped material for use at the Bourguiba School of Modern Languages. In 1966 the British Council conducted an experiment in the teaching of English by radio in Libya, under the direction of the Lecturer at the British Council Centre, Tripoli. In Morocco, the British Lecturer at the École Normale Supérieure is helping to evolve a new syllabus.

Summer Schools are run in both Libya and Morocco with British Council help and there is an Anglo-American summer school in Tunisia. The British Institute in Algiers provides day-time and lunch-hour classes for teachers of English and civil servants. In Tunisia, British cadet volunteers (VSOs) teach in the state orphanages. The British Council Centres in Libya at Tripoli and Benghazi provide evening classes with language laboratory facilities for university students, public servants and industry. Similarly in Rabat, Morocco, the British Council Language Centre provides evening classes for a corresponding group of students. In Algeria, the British Council encourages the broadcasting of the various BBC series on English language learning. The British Council libraries afford some of the best facilities for reading English books and periodicals in these territories. A specialist ELT library is maintained in Algeria.

The main problem in the Maghreb continues to be the training of local teachers of English. In Libya, the graduate volunteers (GVSOs) introduced in 1965 have helped to fill vacant teaching posts. The trend is now towards the recruitment of British staff on contract for two years or longer. In Algeria there are about 50 posts needing teachers of English. The British Council is offering staff for 15 of these. In Morocco, the École Normale Supérieure is concentrating on the production of teachers. The Ministry there has arranged 'classes de préformation' with 2 groups of boys and 1 of girls who receive additional English instruction in the hope that they will become teachers of English. British teachers and VSO cadets assist with this scheme, using taped material and books provided by the UK Ministry of Overseas Development.

APPENDIX 2

NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS, TUNIS 1968

UNITED KINGDOM ASSISTANCE TO ENGLISH LANGUAGE TEACHING IN SENEGAL

Senegal's official policy for education has been marked by its encouragement of the teaching of English from the last year of primary school and in secondary school. The principal impetus behind this has been the vision of a bi-lingual state able to enter into full partnership with both English- and French-speaking neighbours. Since 1964 secondary schools have been obliged to have English teachers on their staff and since 1965 English has been a compulsory subject of the secondary school. CLAD (the Centre de Linguistique Appliquée de Dakar), as part of its activities, has published studies of English in comparison with French and Wolof and of English teaching methods for Senegal.

With the increase in demand for English teachers, further training schemes are being developed and British assistance is being increased. In 1967 a Teacher Vacation Course (see main report para. 4.4.2) was run with participating teachers from the Gambia. Two teachers attended an ELT course at Thurrock Technical College in 1966/67. 12 British volunteers are teaching in schools in Senegal. The British Council arranged the visit of a language teaching specialist to Dakar in 1966.

At the request of the Senegalese government, a British Institute is being established with contributions from ODM and the government itself. These BC recruited teachers are now working in temporary premises in which they conduct adult classes for civil servants, special groups and members of the public. Special instruction is also provided for Ministries and senior civil servants. Plans include a permanent centre with advanced audio-visual equipment and a further specialist, part of whose duties will be to act as English Language Adviser to the Ministry of Education.